

**The Effect of Job Burnout on Job Satisfaction:
A Case Study on Administrative Workers in
Saudi Universities**

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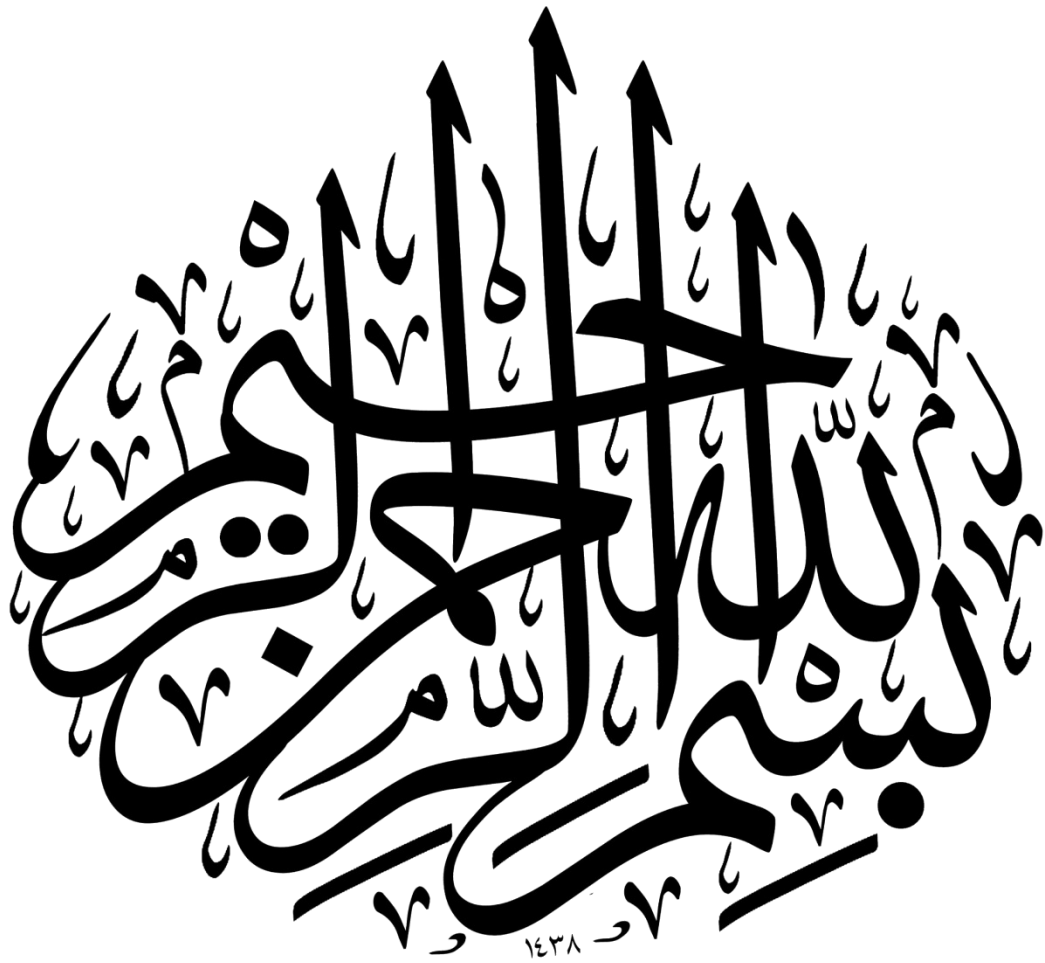
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Researcher



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Dedication

To those who, after God, are the reason for my existence, to my dear parents, the source of tenderness, inspiration, and generosity, I devote the fruit of my labour and the toil of my days.

To my beloved husband, my support and help on life's paths, who shared my ambition and smoothed the way through difficulties with his patience and support, and to my dear children, who gave me the motivation to persevere and drew a smile on my face in moments of weariness.

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Abstract:

Employees are the most valuable resource in any organization. Enhancing job satisfaction and employees' performance can be achieved through a good relationship between the employees and the workplace, and between the employees themselves.

Though, long hours, low-wage, lack of appreciation, and lack of rewards and motivation, all lead to job burnout issues. Thus, the workplace should have an appropriate environment to contribute into improving the status of the employees and their well-being.

On the other hand, job satisfaction is considered the connection between the wellbeing of the employees and the processes related to their jobs. Additionally, it is highly connected to the improvement of the organizations' performance and the well-being of the communities where they operate.

As a result, regardless of the fundamental needs of the employees, the provided working conditions should meet at least their minimum needs, while the feeling of safety and comfort should be considered as an essential need for them as well.

Universities are no exception. Workers in the universities should be provided with all the aspects that lead to their job satisfaction and prevent job burnout. Universities must look at their workers as an important aspect that lead to their success and the good reputation of the university. This includes academic and administrative workers. Job burnout must be avoided in order to attain the workers' loyalty and allowing them to continue in achieving the university's goals.

In order to understand the relationship between job burnout and job satisfaction, the study in hand works on investigating the influence of job burnout on job satisfaction in Saudi universities. Multiple researches have studied the effect of job burnout on academic workers, as a result, this study will focus on administrative workers in Saudi universities.

To do so, statistical data were gathered from 320 employees of both genders who have worked in the private or public universities in Saudi Arabia. The sample was selected based on quantitative research design, which was employed for collecting and

analyzing the research data. The collected data were obtained via a structured online questionnaire and were used to test the research hypotheses. Two hypotheses were proposed in this study, and the data was analyzed using a statistical software suite (SPSS). The findings of the research indicated that there is a negative relationship between job burnout and job satisfaction. On the other hand, working environment all have a positive impact on job satisfaction.

Key Words: Job burnout, Job satisfaction, working environment, Rewards and motivations.

Chapter 1

Introduction

1. Introduction:

Employees are the most important key to the success of an organization. Organizations can enhance job satisfaction and performance if their employees have positive working relationships with each other and with the organization itself. Employees with satisfying experiences in their work are most likely to stay. Therefore, intrinsically motivated employees are known to work effectively and produce superior outcomes (Rinny et al., 2020).

Notably, one of the key elements in improving performance and developing a person's favorable perception of his work is job satisfaction. People will experience internal conflict, often known as "stress," when they discover a condition in their living or working environment that disagrees with their current skills and facilities. Stress is characterized as the inability to decide when faced with positive, negative, or neutral situations related to one's workplace. Moreover, when one works in a dynamic setting that is not entirely within their control, stress becomes unavoidable. These days, employees are more concerned with their work lives, and many feel that job stress leads to physical, emotional, and social problems (Mardikaningsih & Sinambela, 2022a).

As a main focus of attention in the research field of work psychology is the worker mental overload (Fernández-Suárez et al., 2021). Employees who are unable to handle additional professional pressure and are completely dissatisfied with the environment are expected to experience burnout (Nguyen & Malik, 2022). It mainly occurs in poorly organized and managed organizations that exhaust their employees and consume their psychological resources (Edú-Valsania et al., 2022). It is a reaction that arises from prolonged exposure to a variety of stresses, the most significant of which are those related to one's profession (Nguyen & Malik, 2022). It is seen lately as an important hazard in the society since it generates a significant cost to the individual as well as the organization. Even though, it was initially considered to effect health care givers only, today it includes all sort of professions (Edú-Valsania et al., 2022). Human resources in the organization are required to be able to manage their employees so that the output produced can be in line with expectations. They must pay attention to the needs and expectations of their employees in order to support efforts to achieve organizational goals and reach their satisfaction. This is an important factor as it motivates employees

to work and eventually leads to prospects of success as a result of their efforts (Mardikaningsih & Sinambela, 2022a).

On the other hand, job satisfaction is a significant concern since low job satisfaction lead to low job performance, low provided service quality and as a result low customer satisfaction. High workload, unfavorable working environment, and conflicts lead to have low job satisfaction (X. Wang et al., 2022a). The level of satisfaction for the employees at work varies from one to another and from time to time for the same employee. Moreover, the level of achievement can also affect the level of job satisfaction. In the end, the level of satisfaction affect the quality of work provided by the employee (Mardikaningsih & Sinambela, 2022a).

Because of the growing complexity and global change, the education system suffered from the same problems as all other organizations. Several studies focused on this area to investigate the impact of the job context on the job satisfaction for the workers in the education field (Gutiérrez-Banegas, 2019). Moreover, higher education, which is represented by the universities, is considered one of the highest prevalence areas of burnout. Consequently, recent investigations inquired the cause behind it which resulted in mental overload, different stages of students, low rewards, and psychological demands (Fernández-Suárez et al., 2021). While existing studies focus on healthcare or teaching staff, this study addresses the under-researched administrative workforce in universities. Since other research studied the relationship between job satisfaction and job burnout in other geographical areas, this study plans to investigate this relationship in the universities of Saudi Arabia.

1.1.1 Problem Statement

Studies have shown that Burnout arise as a result of work routine and workload in everyday tasks (Mardikaningsih & Sinambela, 2022b). This leads to low job satisfaction which increases as a result the intention for turnover (X. Wang et al., 2022b). Consequently, human resources must have a plan to manage these problems as long as their employees are doing their best to cope with the existing environment (Mardikaningsih & Sinambela, 2022b).

On the other hand, the institutions of higher education should be more aware of the environment that improves the talent retention (Mwesigwa et al., 2020). Research groups have shown a high level of burnout in the working environment of the universities which causes career damaging. Yet, no studies have explored how burnout contributes to the issue of turnout and how does it affect the level of job satisfaction.

Consequently, this research studies the effect of job burnout on job satisfaction for the employees in the universities of Saudi Arabia. It includes both private and public universities where there are approximate of 70,000-75,000 employees based on the (الهيئة العامة للإحصاء).

1.1.2 Study Importance:

Human resources are one of the main assets for any organization. In today's competitive world, organizations are facing lots of struggles to keep and retain their employees. High turnover has been identified as one of the main problems in any organization. They are under massive pressure to satisfy and retain their staff in order to achieve the organizations' goals, especially the ones who are considered trained and dedicated employees (Anees et al., 2021; Mardikaningsih & Sinambela, 2022b).

In any job, employees have problems regardless of their responsibilities. However, there are lots of limitations regarding the awareness of the responsibilities and duties assigned to the employees which in the end cause burnout (Mardikaningsih & Sinambela, 2022b). Job burnout is considered a psychological syndrome which appears as a result of work-related stressors. It causes depersonalization, emotional exhaustion, and reduce the accomplishments of a person (P. Wang et al., 2020). Burnout must be addressed immediately by the human resources since it causes prolonged disturbances otherwise (Mardikaningsih & Sinambela, 2022b).

On the other hand, job satisfaction is based on the experience the employees have towards their jobs. Many factors could cause low job satisfaction such as the attitude of other employees, stress, low income, and heavy workload which all lead to job burnout and negatively affect the performance of the employees. Since the employees' commitment to their organization is related to their satisfaction, human resources must be aware of the problem and improve the level of their satisfaction (P. Wang et al., 2020).

Numerous researches studied the relationship between job satisfaction and the resulting performance. However, there is no clear picture about the mechanism in which job satisfaction lead to burnout especially in universities which had professions that are considered highly susceptible to burnout (P. Wang et al., 2020). In addition, only a limited number of researches studied the effect of burnout on job satisfaction for the administrative employees in the universities. As a result, this study work on helping the HR departments in Saudi universities to design targeted burnout-reduction programs to retain their employees for as long as possible in an environment that provide them

the required level of job satisfaction to attain the important goals of their universities.

1.1.3 Study Purposes:

- To investigate the influence of job burnout on job satisfaction for administrative workers in public and private universities in Saudi Arabia.
- To identify the factors that cause job burnout for administrative workers in public and private universities in Saudi Arabia.
- To identify the effect of job burnout on the administrative workers in public and private universities in Saudi Arabia.
- Develop recommendations to mitigate the negative effects of Job Burnout.

1.1.4 Study Questions:

- Is there an effect of job burnout on job satisfaction for administrative workers in public and private universities in Saudi Arabia?
- What are the factors that cause burnout for administrative workers in public and private universities in Saudi Arabia?
- How do Saudi cultural factors (e.g. work hours, gender segregation) influence burnout among administrative workers?
- What is the effect of job burnout on the administrative workers in public and private universities in Saudi Arabia?
- What are the recommendations to mitigate the effects of job burnout for administrative workers in public and private universities in Saudi Arabia?

1.1.5 Research Hypotheses:

Job burnout is defined as a variety of demands that include quantitative, qualitative, mental, and physical duties. It is affected by the workplace attitudes and practices. Moreover, it can decrease the productivity of the employees which makes it important for the companies to give it attention (Anees et al., 2021). Nowadays, employees tend to have low job satisfaction and quit as soon as they feel uncomfortable with the working conditions (Abate et al., 2018).

Job satisfaction is a key work outcome produced by employees. It is directly impacted by job characteristics and working conditions. The primary focus is on how employees perceive their working environment, which indicates how well the job satisfies their needs (Ekowati & Amin, 2019).

As seen above, job burnout is directly related to job satisfaction in many aspects which are going to be discussed throughout this research.

The hypothesis that this research will work on proving are:

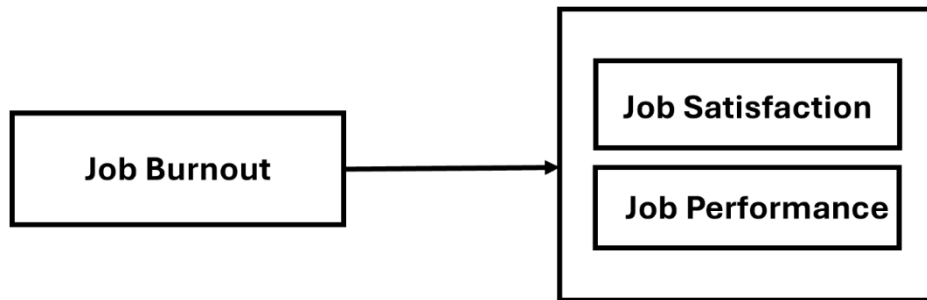
- There is a statistically significant relationship between job burnout and job satisfaction for the administrative workers in public and private universities in Saudi Arabia.
- There is a statistically significant effect of job burnout on the administrative workers in public and private universities in Saudi Arabia.

1.1.6 Theoretical Model:

This model aims to identify the impact of Job Burnout on Job Satisfaction. It represents a Case Study on Administrative Workers in Saudi Universities

Independent variable: Job Burnout (working environment, stress, low income, and heavy workload).

Dependent variable: Job Satisfaction (Rewards, Motivations, Job Performance).



Chapter 2

Literature Review

Literature Review

This research studies the relationship between job burnout and its effect on job satisfaction. The following section examines these two concepts and how they were discussed in the literature.

First Study (X. Wang et al., 2022b):

A significant concern in the healthcare system is the job satisfaction for the healthcare professionals. This is a result of the fact that low job satisfaction leads to low job performance, low quality of provided care, and as a result, low patient satisfaction. The aim of the was to examine the effect of job satisfaction on the organizational commitment and burnout in the health-care system using cluster sampling, linear regression, descriptive statistics, and Pearson correlation coefficient. The results stated that job satisfaction negatively correlated with job burnout. Thus, the authors suggested that supporting policies for healthcare professionals could improve the job satisfaction for the healthcare professionals.

Second Study (Alrawashdeh et al., 2021):

Healthcare professionals are subject to increasing workload especially during crisis such as COVID-19 which leave them in the face of significant distress. As a result, this study aimed to assess the frequency of burnout on the job satisfaction using regression analysis. It resulted in the fact that there are several factors affected the job burnout such as low income, lack of personal protective equipment, night shifts, long hours, and working in highly loaded hospitals. All of which cause low job satisfaction.

Third Study (Mardikaningsih & Sinambela, 2022b):

This study resulted in a negative effect of burnout on job satisfaction. The authors suggested that self-efficacy help in achieving the job satisfaction. Confidence in the available abilities tend to provide more satisfaction than any other factors. Yet, providing the employees with appropriate training and self-development programs could reduce the job burnout and overcome the issues that may be faced outside the work environment. Moreover, the workload must be managed carefully by the organization in order to get the best outcome. The study used a quantitative method on

employees of a single company. Classical assumption test and hypothesis test were used as the data analysis technique using linear regression.

Fourth Study (Prasetya et al., 2021a):

Organizations are responsible for maintaining the satisfaction of their employees and the level of burnout. Individuals who are unable to change the working conditions will experience stress and burnout. Burnout is the result of stress when it becomes uncontrollable, and severe. As a result, the study aimed to analyze the effect of stress and burnout on job satisfaction. It employed a quantitative approach on a random sample of doctors and nurses at a specific hospital. The study resulted in that burnout had a negative impact on the job satisfaction and performance of the employee.

Fifth Study (Rony & Yulisyahyanti, 2022):

As a result of the globalization and digital transformation, individuals are required to improve their abilities and skills to keep up with the competition. This study was conducted to check the effect of work-life balance and burnout on job satisfaction of infrastructure and facilities officers. The authors used a questionnaire and analyzed the responses using descriptive statistics, classical assumption test, instrument test, hypothesis, and linear regression. The study resulted in that burnout has a negative effect on job satisfaction. However, the effect was not significant which means that decreasing the burnout faced by the employees could help in increasing the job satisfaction and work productivity.

Sixth Study (P. Wang et al., 2020):

One of the most susceptible professionals to burnout are university teachers. The imbalance they perceive between their job demands and the lack of resources is what could be developed into burnout. This burnout could be related to the negative attitude towards the students, low job satisfaction, and turnover intention. As a result, the study examined the relationship between job burnout, job satisfaction, job stress and organizational commitment among teachers in Chinese universities. The results indicated that job burnout and job satisfaction have a great effect on organizational commitment. Moreover, the job burnout appeared to be higher in the state universities. Yet, its effect on the organizational commitment and job satisfaction is lower than local universities.

Seventh Study (Safari, 2020):

As teachers play an important role in building students' future, this research was intended to study the level of burnout and job satisfaction among teachers of foreign language at universities and schools in Iran. A questionnaire was developed to study that effect, and the responses analysis resulted in a negative correlation between burnout and job satisfaction. Even though they have a moderate level of burnout, they experience a high level of job satisfaction. The findings also showed that by increasing the level of job satisfaction, the level of burnout decreases.

Eighth Study (Mullen et al., 2021):

School counselors work with different stakeholders within the school, such as families, teachers, communities, and administrators. Several factors could affect the work of the counselor, including the caseload size of the students, which leads to stress and burnout. This research is a cross-sectional quantitative study which applied a questionnaire on school counselors in different schools in USA. The authors examined the level of burnout, stress, and satisfaction they have. The results indicated that high caseload size of students lead to higher potential of burnout and stress, which lead to low job satisfaction.

Ninth Study (Chen et al., 2020):

With the rise of coronavirus pandemic in 2019, universities shifted from physical to online teaching. This brought lots of problems which came as a result of teaching in front of a computer screen for long period of time with no interaction with the students or whatsoever. In the long term, the problem of burnout among the teachers became increasingly severe. This research examined the influence of the professional identity on job burnout during COVID-19 pandemic. Moreover, it studies the effect of job satisfaction on job burnout. An online survey was conducted on Chinese universities teachers. The results showed that job satisfaction has a significant negative impact on job burnout. Therefore, the study suggested that schools should work on finding solutions to improve the online teaching environment and maintain a sustainable development during such periods.

Tenth Study (Kara, 2020):

Teachers are considered an important influencer on all areas of the students' learning journey. They should have a high level of job satisfaction in order to help the students develop their aesthetic and artistic potentials. This research aimed to examine the job satisfaction and job burnout among visual art teachers in different areas of Turkey based on their age, professional seniority, gender, marital status, and school type. The main outcome of the study is the significant but negative relationship between burnout and job satisfaction. Yet, according to the findings of the study, the relationship between them showed a significant difference based on gender, professional seniority, marital status, and school type.

Eleventh Study (Yang & Ling, 2023):

Job burnout among young university teachers is considered a serious issue that could affect their students' learning outcome, their well-being, and job performance. This research studied the impact of job satisfaction, among other factors on job burnout for young university teachers in China. The study performed regression analysis and mediation analysis. Both of them showed that low job satisfaction is related to high cases of job burnout. This means that young university teachers are more likely to suffer from job burnout and the need to have practical actions by the universities to protect them from burnout and increase the level of their job satisfaction.

Table 1 shows a summary of the previously discussed studies related to this study.

Table 1 Summary of Related Work

Study #	Reference	Field	Main findings	Country
1	(X. Wang et al., 2022b)	Healthcare	Improving job performance depends on improving job satisfaction and reducing job burnout	China
2	(Alrawashdeh et al., 2021)	Healthcare	Low income, lack of personal protective equipment, night shifts,	Jordan

			long hours, and working in highly loaded hospitals all lead to job burnout and reduce job satisfaction.	
3	(Mardikaningsih & Sinambela, 2022b)	One company	Negative effects of burnout on job satisfaction.	Indonesia
4	(Prasetya et al., 2021a)	Hospital	Burnout had a negative impact on the job satisfaction and performance of the employee.	Indonesia
5	(Rony & Yulisyahyanti, 2022)	Infrastructure and facilities officers	Burnout has a negative effect on job satisfaction. However, the effect was not significant. This means that decreasing the burnout faced by the employees could help in increasing job satisfaction and work productivity	Indonesia

Continue Table 1 Summary of Related Work

Study #	Reference	Field	Main findings	Country
6	(P. Wang et al., 2020)	University teachers	Job burnout and job satisfaction have a great effect on organizational commitment. Moreover, the job burnout appeared to be higher in the state	China

			universities. However, its effect on organizational commitment and job satisfaction is lower than local universities.	
7	(Safari, 2020)	Teachers	There is a negative correlation between burnout and job satisfaction. Even though they have a moderate level of burnout, they experience a high level of job satisfaction. The findings also showed that by increasing the level of job satisfaction, the level of burnout decreases.	Iran
8	(Mullen et al., 2021)	School counselors	High caseload size of students leads to higher potential of burnout and stress, which leads to low job satisfaction.	USA

Continue Table 1 Summary of Related Work

Study #	Reference	Field	Main findings	Country
9	(Chen et al., 2020)	University teachers	Job satisfaction has a significant negative impact on job burnout. Therefore, the study suggested that schools should work on finding solutions to improve the online teaching environment and maintain	China

			sustainable development during periods such as COVID-19.	
10	(Kara, 2020)	Visual art teachers	There is a significant but negative relationship between burnout and job satisfaction. Yet, according to the findings of the study, the relationship between job satisfaction and job burnout showed a significant difference based on gender, professional seniority, marital status, and school type.	Turkey
11	(Yang & Ling, 2023)	Young university teachers	Low job satisfaction is related to high cases of job burnout. This means that young university teachers are more likely to suffer from job burnout, and the need to have practical actions by the universities to protect them from burnout and increase the level of their job satisfaction.	China

As seen above, most of the studies related to the relationship between job satisfaction and job burnout were conducted on healthcare professionals. Furthermore, China was the most explored area in this regard. However, a limited number of studies were conducted on the educational workers, especially administrative workers in universities. As a result, this study plans to examine the relationship between job

burnout and job satisfaction among administrative workers in public and private universities in Saudi Arabia.

Theoretical Framework of the Study:

This section will focus on studies related to the two important factors in the research, which are job burnout and job satisfaction.

Job Burnout:

Job burnout is defined as a variety of demands that include quantitative, qualitative, mental, and physical duties. It is an aspect that must be considered by every company, as it can increase the productivity of the employees. Studies stated that job burnout is a result of the activities that must be completed within a certain period of time in either a physical or psychological form. (Anees et al., 2021). It was also defined by (Prasetya et al., 2021b) as fatigue caused by prolonged and overwhelming stress. According to the authors, burnout is the difference between the character and hope of an individual with existing work conditions. However, burnout is not a symptom of work stress. It is the result of unmanaged work stress.

In addition, Generational identity impacts workplace attitudes and practices that affect job burnout and turnover rates. Millennials, the youngest generation in the workforce, may have less acceptance for high-stress jobs. As such, they may quit jobs where they are unhappy, despite fewer job options, because of a lack of experience. Older employees, such as baby boomers and Gen Xers, may be able to tolerate the stress of being in a job even if they are unhappy because they do not have an educational or technological background compared to their younger coworkers. In either case, employees may become less satisfied with their situation, leading to job burnout and possible erosion in the quality of provided service (Abate et al., 2018).

Burnout has three dimensions that can be used as benchmarks (Rony & Yulisyahyanti, 2022), namely:

1. Fatigue (Exhaustion): which is characterized by prolonged physical, mental, and emotional fatigue.
2. Cynicism: which is characterized by a cynical attitude and tends to withdraw from the work environment.

3. Ineffectiveness: which is characterized by feelings of helplessness and that all the given tasks are heavy.

Job Satisfaction:

Job satisfaction is a key work outcome produced by employees. It is directly impacted by job characteristics and working conditions. The primary focus is on how employees perceive their working environment, which indicates how well the job satisfies their needs (Ekowati & Amin, 2019).

Job satisfaction was simply defined by (Mwesigwa et al., 2020) as to how contented the employees are with their jobs. It has been noted that job satisfaction varies in the extent to which it measures feelings about the job (affective) or cognitions about the job (cognitive). Furthermore, it is defined as the degree to which a person is pleased or satisfied with the job at hand. In addition, (Prasetya et al., 2021b) stated that job satisfaction is an emotional state of an employee in response to their work in an organization, which has different connotations. Each connotation is relevant to job satisfaction when work results and rewards are adequate and fair. However, there is no benchmark for job satisfaction as each employee has different satisfaction standards. Employee satisfaction is relatively high when employees have good work discipline and morale within the work unit, and there is low employee turnover.

Yet, Job satisfaction can be improved by reconsidering the amount of load given to the employees, as excessive workload can reduce their job satisfaction (Anees et al., 2021). Also, increasing the income leads to an increase in the level of job satisfaction for the employees. It allows the employee to work independently and provides opportunities for clearly defined career advancement (Foy et al., 2019).

Moreover, job satisfaction has five different proportions (Rony & Yulisahyanti, 2022), namely:

1. The work itself: where work assignments are considered interesting, provides opportunities to progress and learn by gaining experience, increasing abilities, and accepting responsibilities during work.

2. Salary or wages: namely, the amount of compensation received or earned by a person for their efforts, is adjusted to the workload considered appropriate in an organization.
3. Promotion opportunities: namely, opportunities to advance in the organization are related to promotion issues, opportunities for self-development, and career development.
4. Supervision: where there is a supervisor who can provide technical assistance and behavioural support.
5. Colleagues: where some of the co-workers are technically capable and provide social care.

Chapter 3

Research Methodology

Research Methodology:

An overview

This chapter will be thoroughly discussing and covering in detail the different methodologies that were used to collect and examine the relevant data, as well as the research design, which includes the study approach and strategy. Also, it will discuss the methods for collecting and analyzing the data, specify the study sample, measurements, and data analysis strategy, and employ distinct methods for the quantitative approach. Additionally, a detailed explanation of the methods used to improve the study's validity and reliability will be provided. Lastly, the chapter concludes with a definition of ethical considerations.

• Research Approach & Strategy

This research presents the process for gathering and analyzing the necessary data to study the impact of job burnout on job satisfaction on administrative workers in Saudi Universities.

The deductive approach was used as the foundation for this research. By using this approach, hypotheses are formulated after reviewing the literature, and then they are put to the test to ensure validity.

The strategy that is used for analyzing and collecting the research data is known as the quantitative method based on the researcher's review of the literature. In addition, since the majority of the research on this topic employs the quantitative method, which involves using a questionnaire, a survey strategy was used to collect data, which will be analyzed through statistical analysis.

To collect the data related to Job Burnout topics, the study used different strategies:

First, the primary data was collected for a particular purpose by the researcher through a questionnaire on selected Job Burnout issues. This method has an obvious advantage of conducting the study in different sectors of industries. Secondly, the secondary data was collected through other resources, including key research sources, thesis, books, and journal articles. Three databases were

used for data collection (Google Scholar, and ResearchGate). Accordingly, different articles were reviewed and highlighted for important information and evidence to add value to the study.

- **Research Design**

This study employed a quantitative research design, selected to test the relationship between the different variables and its ability to provide objective measurements using statistical techniques. A structured online questionnaire was used, and data were collected and analyzed from a specific group of employees. Also, the research design is descriptive, which captures the research population's opinions, and exploratory, aiming to determine and analyze the relationship between job burnout on job satisfaction.

There are two categories of data collection: primary and secondary. The primary data is collected for a particular purpose by the researcher directly through a questionnaire respondent, whereas the secondary data is collected for some other purpose by other resources, including thesis, books, and journal articles, which are the primary research sources. Three databases were used (Google Scholar, ResearchGate) for the purposes of data collection.

- **Sample Characteristic**

The research population consists of employees who have worked for at least one year in either a private or a public university in Saudi Arabia in an administrative position. The targeted sample will be 300 employees; this number is ensured by continuing the sample selection process until the required sample size is obtained. Therefore, the used sampling strategy is a non-probability sampling technique. Specifically, a convenience sampling because the researcher does not have access to a census of administrative workers in private and public universities in Saudi Arabia.

To examine the hypothesis, the data is collected using an online questionnaire that is distributed online through the e-mail and social media platforms. The questionnaire has two sections. The first section is to collect the personal information such as gender, age, marital status, and educational qualification, whereas the second section include the indicators to measure the effect of job burnout on job satisfaction.

The results of the questionnaire is analyzed using the Statistical Software Suite (SPSS). The statistics covers internal consistency (reliability), Pearson correlation, descriptive statistics, and calculating total scores of scales.

3.2.3. Data Collection

A questionnaire approach is used to collect the research data to accommodate the hypothetical model of the study to examine the hypothesis. Hence, the researcher uses the survey platform called “google Form.” Which is an expert platform for conducting online questionnaires.

Twelve sections make up the questionnaire. Personal information includes gender, age, city, nationality, and educational background, year of experience, nature of work, employer will be covered in the second section. Functional burnout scale, Job Stress, apathy and detachment from work, weak sense of accomplishment, and job satisfaction scale will be included in sections three through twelve to measure the influence of burnout in the workplace on the job satisfaction.

The survey will be conducted online and randomly sent by using an internet social media platform (WhatsApp). Regmi et al., (2017) states that emerging internet technologies, such as email and online platforms, provide a more affordable option, can rapidly gather huge quantities of data, and are feasible for samples that are difficult to reach. while traditional research data collection methods, such as face-to-face, telephone, or postal surveys, are expensive and time-consuming.

The questionnaire was issued in October 2025 and distributed for both male and female workers in universities among different cities around Saudi Arabia, including (Jeddah, Mecca, Riyadh, Medina, Khobar, Dammam and Taif).

Once the data was determined, the researcher screened and analyzed the questionnaires, cleaning the data by removing incomplete surveys while also checking the answers to the filter questions and removing surveys with incorrect answers. Once the written data was determined, the report was created by exporting the data using Excel.

Study Tools:

Questionnaires: for collecting the data from employees in private and public universities in Saudi Arabia to know more about their experience and opinions.

Study Determinants:

Objective Limits: The study will identify the effect of job burnout on job satisfaction in Saudi public and private universities.

Spatial boundaries: The Public and private universities in Saudi Arabia.

Temporal boundaries: Academic year 2025

Human boundaries: Applied to employees in administrative positions in the public and private universities in Saudi Arabia.

Statistical techniques for data analysis

Data analysis pertaining to the research questions, hypotheses, and corresponding answers was conducted with the aid of the SPSS v.23 software. Descriptive and inferential statistics were employed, as outlined below, for testing the hypotheses.

- 1- Means and standard deviations were used to calculate the average and the variation of the variables which determined the mean and the dispersion of the sample data set.
- 2- Pearson's correlation coefficient: This statistic analyzes the magnitude and sign of the linear association involving the variables. It assesses the independent and the dependent variables .
- 3- One Sample t test: This approach helps to find whether the average score for the each of the survey questions was significantly different from the mid-point value on a Five-Likert scale (test value 3.41).

- 4- Multivariate Analysis of Variance MANOVA test: This test was used to evaluate the effects of all three dimensions of burnout on the set of five variables measuring job satisfaction. This approach assessed whether the full model was significant while controlling for the Type I error rate which would be the result of separate Multiple ANOVAs which would assessed to model on each variable individually.
- 5- Independent Samples t-test: It assessed the mean scores of job burnout and the dimensions of burnout between two different groups, which were administrative staffs from public and private universities.

3.5 Ethical considerations

This research involves some ethical considerations. Informed permission forms will be sent to participating companies to ensure that they are aware of the research purposes if needed. In addition, the questionnaire's first page will display the purpose of the study, and the informed consent. Before respondents participate in the study, each one of them will provide their consent, which gives them the choice to be included in the survey or not. Participants who fill out the questionnaire will be informed that any identifying information will be kept secure and confidential and anonymity will be ensured. In addition, participation will not result in any harm; it is voluntary, and the participants can withdraw at any time.

As well, the questionnaire responses will be kept objective throughout the data collection and analysis process to prevent the problem of data misrepresentation and kept safe and only used for research purposes. The survey was completely anonymous and conducted through an online secure platform (google form), and no personal details, including names, addresses, or phone numbers, was requested. In addition, all responses will be safely stored in a protected file on the researcher's personal computer, and the data gathered will be permanently deleted once the research is finished to ensure confidentiality.

Chapter 4

Data Analysis and Results

4.1 Introduction

This study aims to explore how the different components of job burnout(emotional exhaustion, depersonalization, and diminished professional fulfillment) impact the job satisfaction of administrative personnel in Saudi public and private universities. In line with this purpose, respondents' survey answers, which elicited information on several aspects of burnout and job satisfaction, were analyzed using both descriptive and inferential statistical methods. Hypothesis testing was then conducted using the data processed and analyzed in the Statistical Package for the Social Sciences (SPSS v.23).

4.2 Descriptive analysis of demographic characteristics

Frequencies and percentages used to describe the (320) respondents fill out the study questionnaire. Table 2 shows respondent's frequencies and percentages on demographic characteristics.

Table 2: Sample Demographic Characteristics

Variable	categories	Frequency	%
Gender	Male	93	29.06
	Female	227	70.94
Age	Less than 25	3	0.9
	25-34	59	18.4
	35-44	141	44.1
	45-54	74	23.1
	55+	43	13.4
Nationality	Saudi	311	97.2
	Non-Saudi	9	2.8
City	Jeddah	244	76.3
	Riyadh	24	7.5
	Dammam	2	0.6
	Ta'if	3	0.9
	Makkah	18	5.6
	Madinah	10	3.1
	Khobar	6	1.9
	Other	13	4.1
Academic Qualification	Bachelor's	166	51.9
	Master's Degree	103	32.2
	Doctorate	51	15.9
Years of Experience	Less than 2 years	11	3.4
	From 2-5 years	39	12.2

Variable	categories	Frequency	%
	From 6-10 years	40	12.5
	From 11-15	89	27.8
	More than 15	141	44.1
Work Sector	Government	240	75
	Private	80	25

As depicted in Table 2, the majority of participants are females, constituting 70.94% of the sample (n = 277), while males accounted for 29.06% (n = 93), see Figure 1.

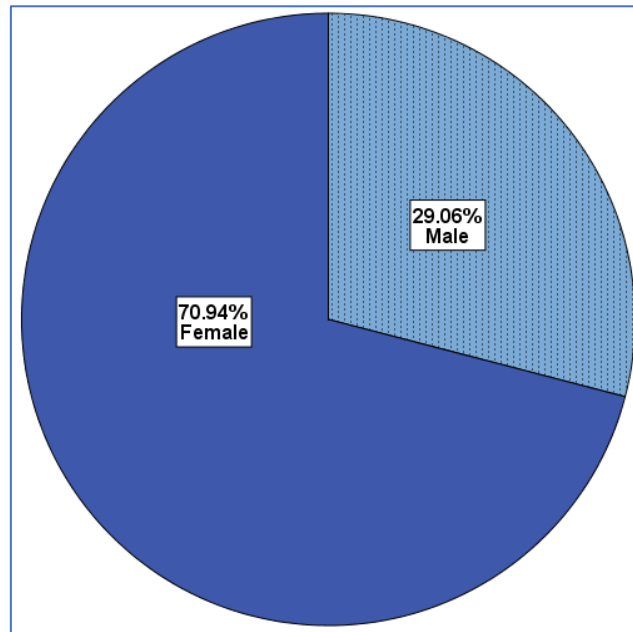


Figure 1: Participants Distribution According Gender

The analysis showed that participants aged 35-44 years comprised the largest proportion of the sample at 44.1% (n = 141). In contrast, participants aged less than 25 years represented the lowest proportion at 0.9% (n = 3) of the sample size, see Figure 2.

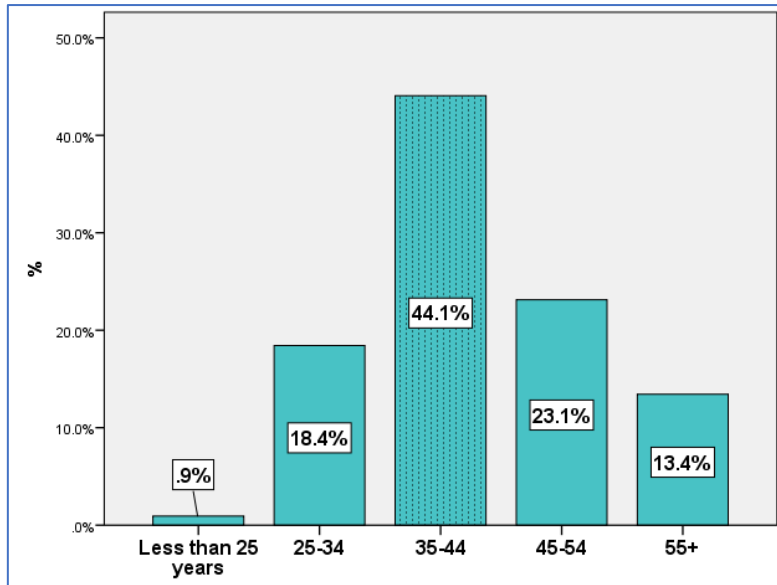


Figure 2: Participants Distribution According Age

Result showed that 3majority of participants are from Jeddah city with 76.3%, (n=244) of participant's, while 0.6%, (n=2) are from Dammam city, see Figure 3.

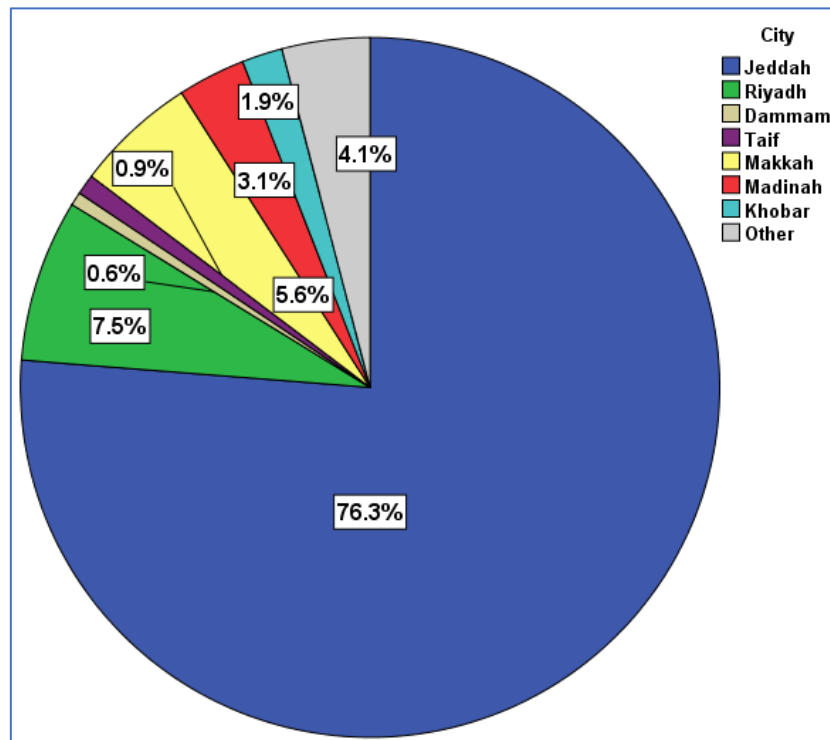


Figure 3: Participants Distribution According Participant City

The analysis illustrates that 51.9%, (n=166) of participants have Bachelor's Degree, while 15.9% (n = 51) of the sample have Doctorate, see Figure 4.

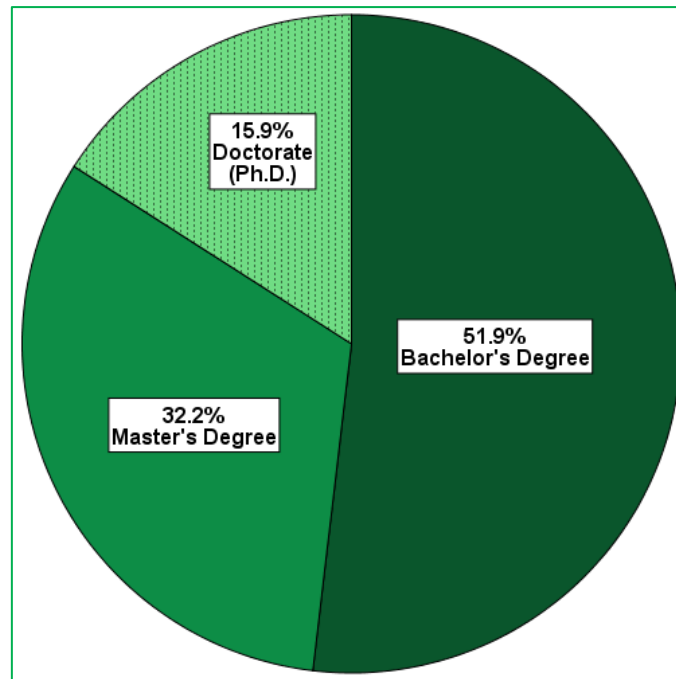


Figure 4: Participants Distribution According Academic Qualification

The results showed that 44.1%, (n=141) of study sample have more than 15 years of experience, while 3.4% (n = 11) of participants' have less than two years, see Figure 5.

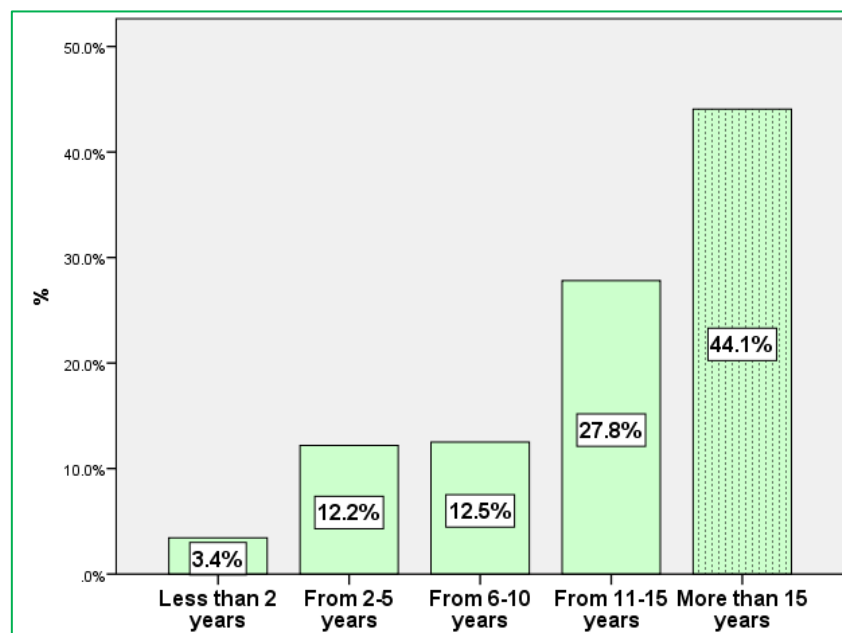


Figure 5: Participants Distribution According Years of Experience

The analysis illustrates that majority of participants are from government sector comprising 75%, (n=240) of study sample, while the private sector participants' comprising 25% (n = 80) of the sample, see Figure 6.

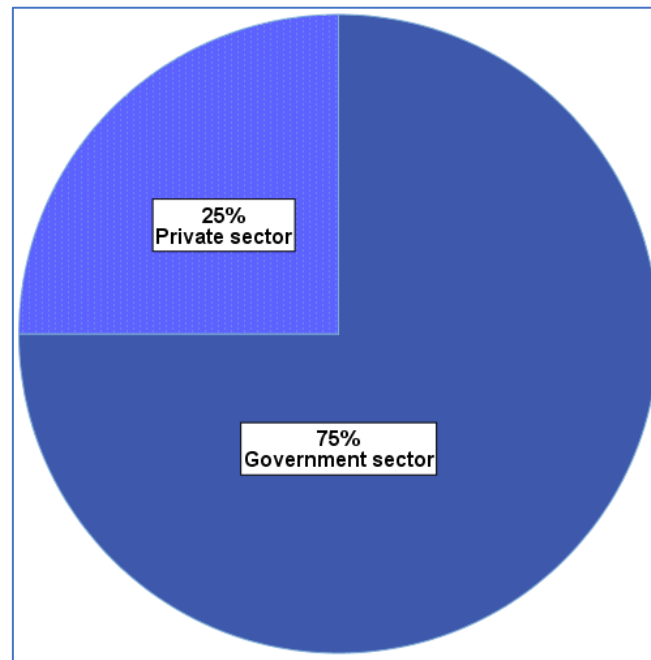


Figure 6: Participants Distribution According Work Sector

4.3 Descriptive analysis

To measure the mean for study dimensions and items, the format of a typical (three and five) Likert scales used and shown in Table 3.

Table 3: Means levels format of typical (three and five) Likert scales

Three Likert Scale		Five Likert Scale	
Mean range	Scale	Mean range	Scale
		1 - 1.80	Strongly Disagree
		1.81 - 2.60	Disagree
1 – 1.66	Rarely	2.61 - 3.40	Neutral
1.67 – 2.33	Sometimes	3.41 - 4.20	Agree
2.4 - 3	Always	4.21 - 5	Strongly Agree

4.3.1 Emotional Exhaustion

The one-sample t-test showed participants' agreement on the dimension items. For items with five-Likert scales the mean value was significantly greater than the test value of 3.41 with p- value being less than 0.05. For items with the three-Likert scales the mean value was greater than the test value of 1.67 with a p- value being less than 0.05).

Table 4: “Emotional Exhaustion” Dimension Items Ranked According to its Means

Statements	Mean	S.D.	t	P-value	Scale	Rank
I feel emotionally drained from my administrative work at the university.	3.43	1.109	0.34	0.73	Agree	2
I feel exhausted at the end of my workday at the university.	3.73	1.041	0.41	0.00	Agree	3
I find the demands of my administrative work at the university to be very taxing.	2.01	.576	10	0.00	Sometimes	4
I have difficulty starting my work in the morning due to accumulated fatigue.	1.79	.698	13.9	0.00	Sometimes	5
I feel that my administrative work at the university constantly drains my energy.	3.45	1.073	0.615	0.53	Agree	1
Emotional Exhaustion	2.88	0.724			Neutral	

Table 4 showed that all items are statistically significant at ($\alpha < 0.05$) *except items (one and five)*. Also it illustrates that participants' have a neutral point of view on “Emotional Exhaustion” since the mean is 2.88 and standard deviation is 0.724. The item “I feel that my administrative work at the university constantly drains my energy” comes first with mean 3.45 and standard deviation 1.073 with t value 0.615 represent a neutral participants' point of view, while the item “I have difficulty starting my work in the morning due to accumulated fatigue” comes last with mean 1.79 and standard deviation 0.698 with t value 13.9 that sometimes agreement from participants' side.

4.3.2 Depersonalization

A one-sample t-test was used to determine the level of participants' agreement on the dimension items ((i.e., the mean value was significantly greater than the (test value =3.41) with a p-value (α) less than 0.05).

Table 5: “Depersonalization” Dimension Items Ranked According to its Means

Statements	Mean	S.D.	t	P-value	Scale	Rank
I have become less interested in interacting with colleagues or visitors in a friendly manner.	2.64	1.180	11.7-	0.00	Neutral	4
I sometimes deal with others at work with coolness or without emotional engagement.	2.86	1.206	8.12-	0.00	Neutral	3
I feel that I have lost some of the enthusiasm or interest I had for my administrative work.	3.27	1.307	1.89-	0.06	Neutral	1
I sometimes feel indifferent towards the daily problems I encounter in my work.	3.17	1.193	3.66-	0.00	Neutral	2
Depersonalization	2.98	1.046			Neutral	

Table 5 showed that all items are statistically significant at ($\alpha < 0.05$) *except item number three*. Also it illustrates that there are a “neutral” point of view on “Depersonalization” from study participants’ since the mean is 2.98 and standard deviation is 1.046. The item “I feel that I have lost some of the enthusiasm or interest I had for my administrative work” comes first with mean 3.27 and standard deviation 1.307 with t value -1.89 represent a neutral point of view from participants’ side, while the item “I have become less interested in interacting with colleagues or visitors in a friendly manner” comes last with mean 2.64 and standard deviation 1.18 with t value -11.7 that there are a “neutral” point of view from participants’ side.

4.3.3 Reduced Personal Accomplishment

Table (6) showed the “Reduced Personal Accomplishment” dimension items ranked according to its means

Table 6: “Reduced Personal Accomplishment” Dimension Items Ranked According to its Means

Statements	Mean	S.D.	t	P-value	Scale	Rank
I feel that I achieve important accomplishments in my administrative work at the university.	3.83	.992	7.48	0.00	Agree	3
I am able to perform my administrative tasks at the university with high efficiency.	4.05	.868	13.13	0.00	Agree	1
I feel satisfied with the level of my professional performance at the university.	4.03	.918	12.17	0.00	Agree	2
I receive recognition from my supervisors when I perform my job well.	3.36	1.190	-0.81	0.42	Neutral	4
Reduced Personal Accomplishment	3.82	0.784			Agree	

Table 6 showed that all items are statistically significant at ($\alpha < 0.05$) *except the item number four*. Also it illustrates that there are an agreement on “Reduced Personal Accomplishment” from study participants’ since the mean is 3.82 and standard deviation is 0.784. The item “I am able to perform my administrative tasks at the university with high efficiency” comes first with mean 4.05 and standard deviation 0.868 with t value 13.13 represent an agreement from participants’ side, while the item “I receive recognition from my supervisors when I perform my job well” comes last with mean 3.36 and standard deviation 1.19 with t value -0.81 which showed that also there a neutral point of view from study participants’.

4.3.4 Overall Job Satisfaction

Table (7) showed the “Overall Job Satisfaction” dimension items ranked according to its means

Table 7: “Overall Job Satisfaction” Dimension Items Ranked According to its Means

Statements	Mean	S.D.	t	P-value	Scale	Rank
Overall, I feel satisfied with my current job at the university.	3.45	1.152	0.67	0.504	Agree	3
I consider my administrative work to be valuable and important.	3.98	.952	10.8	0.00	Agree	1
I feel a strong sense of belonging to the university where I work.	3.67	1.138	4.01	0.00	Agree	2
Overall Job Satisfaction	3.7	0.938			Agree	

Table 7 showed that all items are statistically significant at ($\alpha < 0.05$) *except the item number one*. Also it illustrates that there are an agreement on “Overall Job Satisfaction” from study participants’ since the mean is 3.7 and standard deviation is 0.938. The item “I consider my administrative work to be valuable and important” comes first with mean 3.98 and standard deviation 0.952 with t value 10.8 represent an agreement from participants’ side, while the item “Overall, I feel satisfied with my current job at the university” comes last with mean 3.45 and standard deviation 1.152 with t value 0.67 which showed that also there are an agreement from study participants’.

4.3.5 Satisfaction with Work Environment and Relationships

Table (8) showed the “Satisfaction with Work Environment and Relationships” dimension items ranked according to its means

**Table 8: “Satisfaction with Work Environment and Relationships” Dimension
Items Ranked According to its Means**

Statements	Mean	S.D.	t	p-value	Scale	Rank
The work environment at my university is comfortable and stimulating for productivity.	2.96	1.176	-6.9	0.00	Neutral	3
Relationships among my colleagues are characterized by cooperation and mutual respect.	3.70	.976	5.26	0.00	Agree	1
I feel comfortable interacting with my supervisors and colleagues at the university.	3.55	1.031	2.48	0.014	Agree	2
Satisfaction with Work Environment and Relationships	3.41	0.922			Agree	

Table 8 showed that all items are statistically significant at ($\alpha < 0.05$). Also it illustrates that there are an agreement on “Satisfaction with Work Environment and Relationships” from study participants’ since the mean is 3.41 and standard deviation is 0.922. The item “Relationships among my colleagues are characterized by cooperation and mutual respect” comes first with mean 3.7 and standard deviation 0.976 with t value 5.26 represent an agreement from participants’ side, while the item “The work environment at my university is comfortable and stimulating for productivity” comes last with mean 2.96 and standard deviation 1.176 with t value - 6.9 which showed that there are a neutral from study participants’ point of view.

4.3.6 Satisfaction with Supervision and Management

Table (9) showed the “Satisfaction with Supervision and Management” dimension items ranked according to its means

**Table 9: “Satisfaction with Supervision and Management” Dimension Items
Ranked According to its Means**

Statements	Mean	S.D.	t	P-value	Scale	Rank
I feel that my supervisors support me and appreciate my efforts.	3.28	1.131	-2.13	0.03	Neutral	1
I receive clear and fair instructions from my supervisors in my administrative work.	3.18	1.126	-3.73	0.00	Neutral	2
The university administration seriously considers suggestions from administrative staff.	2.96	1.217	-6.62	0.00	Neutral	3
Satisfaction with Supervision and Management	3.14	1.054			Neutral	

Table 9 showed that all items are statistically significant at ($\alpha < 0.05$). Also it illustrates that there are “a neutral” point of view on “Satisfaction with Supervision and Management” from study participants’ since the mean is 3.14 and standard deviation is 1.054. The item “I feel that my supervisors support me and appreciate my efforts” comes first with mean 3.28 and standard deviation 1.131 with t value -2.13 represent “a neutral” point of view from participants’ side, while the item “The university administration seriously considers suggestions from administrative staff” comes last with mean 2.96 and standard deviation 1.217 with t value -6.62 which showed that also there are a neutral from study participants’ point of view.

4.3.7 Satisfaction with Incentives and Compensation

Table (10) showed the “Satisfaction with Incentives and Compensation” dimension items ranked according to its means

**Table 10: “Satisfaction with Incentives and Compensation” Dimension Items
Ranked According to its Means**

Statements	Mean	S.D.	t	p-value	Scale	Rank
I feel that my salary is commensurate with the effort I exert in my work.	2.69	1.253	-10.3	0.03	Neutral	1
The incentives and rewards I receive encourage me to improve my performance.	2.67	1.294	-10.2	0.00	Neutral	2
I feel that the system for promotions and rewards at the university is fair.	2.23	1.217	-17.4	0.00	Neutral	3
Satisfaction with Incentives and Compensation	2.53	1.03			Neutral	

Table 10 showed that all items are statistically significant at ($\alpha < 0.05$). Also it illustrates that there are “a neutral” point of view on “Satisfaction with Incentives and Compensation” from study participants’ since the mean is 2.53 and standard deviation is 1.03. The item “I feel that my salary is commensurate with the effort I exert in my work” comes first with mean 2.69 and standard deviation 1.253 with t value -10.3 represent “a neutral” point of view from participants’ side, while the item “I feel that the system for promotions and rewards at the university is fair” comes last with mean 2.23 and standard deviation 1.217 with t value -17.4 which showed that also there are a neutral from study participants’ point of view.

4.3.8 Satisfaction with Professional Growth Opportunities and Work-Life Balance

Table (11) showed the “Satisfaction with Professional Growth Opportunities and Work-Life Balance” dimension items ranked according to its means

Table 11: “Satisfaction with Professional Growth Opportunities and Work-Life Balance” Dimension Items Ranked According to its Means

Statements	Mean	S.D.	t	P-value	Scale	Rank
I am provided with suitable opportunities for professional training and development.	2.85	1.149	-8.76	0.00	Neutral	3
I feel that my job at the university offers me opportunities for professional advancement.	2.90	1.195	-7.68	0.00	Neutral	2
I am able to maintain a healthy balance between my work and personal life.	3.27	1.156	-2.23	0.03	Neutral	1
Satisfaction with Professional Growth Opportunities and Work-Life Balance	3	0.919			Neutral	

Table 11 showed that all items are statistically significant at ($\alpha < 0.05$). Also it illustrates that there are “a neutral” point of view on “Satisfaction with Professional Growth Opportunities and Work-Life Balance” from study participants’ since the mean is 3 and standard deviation is 0.919. The item “I am able to maintain a healthy balance between my work and personal life” comes first with mean 3.27 and standard deviation 1.156 with t value -2.23 represent “a neutral” point of view from participants’ side, while the item “I am provided with suitable opportunities for professional training and development” comes last with mean 2.9 and standard deviation 1.195 with t value -7.68 which showed that also there are a neutral from study participants’ point of view.

4.4 Validating Study Hypotheses

4.4.1 Validating Study Hypothesis H₁ Stated “*There is a statistically significant relationship between job burnout and job satisfaction for the administrative workers in public and private universities in Saudi Arabia.*”

To test the study first hypothesis, a Multivariate Analysis of Variance MANOVA test used with independent variable (Job Burnout) with three factors (Emotional Exhaustion, Depersonalization, Reduced Personal Accomplishment) and the dependent variable (Job Satisfaction) with five factors (Overall Job Satisfaction, Satisfaction with Work Environment and Relationships, Satisfaction with Supervision and Management, Satisfaction with Incentives and Compensation, and Satisfaction with Professional Growth Opportunities and Work-Life Balance), see the result at Table 12.

Table 12: The result of Between-Subjects Effects (MANOVA test)

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Emotional Exhaustion	Overall Job Satisfaction	2.952	1	2.952	6.146	.014	.019
	Satisfaction with Work Environment and Relationships	9.264	1	9.264	19.299	.000	.058
	Satisfaction with Supervision and Management	12.078	1	12.078	19.574	.000	.058
	Satisfaction with Incentives and Compensation	6.059	1	6.059	6.746	.010	.021

	Satisfaction with Professional Growth Opportunities and Work-Life Balance	11.052	1	11.052	20.037	.000	.060
Depersonalization	Overall Job Satisfaction	10.814	1	10.814	22.513	.000	.067
	Satisfaction with Work Environment and Relationships	7.796	1	7.796	16.241	.000	.049
	Satisfaction with Supervision and Management	6.926	1	6.926	11.224	.001	.034
	Satisfaction with Incentives and Compensation	3.898	1	3.898	4.339	.038	.014
	Satisfaction with Professional Growth Opportunities and Work-Life Balance	6.383	1	6.383	11.572	.001	.035
Reduced Personal Accomplishment	Overall Job Satisfaction	35.471	1	35.471	73.842	.000	.189
	Satisfaction with Work Environment and Relationships	25.226	1	25.226	52.549	.000	.143
	Satisfaction with Supervision and Management	42.297	1	42.297	68.547	.000	.178

	Satisfaction with Incentives and Compensation	8.577	1	8.577	9.550	.002	.029
	Satisfaction with Professional Growth Opportunities and Work-Life Balance	14.829	1	14.829	26.884	.000	.078
Error	Overall Job Satisfaction	151.796	316	.480			
	Satisfaction with Work Environment and Relationships	151.695	316	.480			
	Satisfaction with Supervision and Management	194.987	316	.617			
	Satisfaction with Incentives and Compensation	283.819	316	.898			
	Satisfaction with Professional Growth Opportunities and Work-Life Balance	174.303	316	.552			
Total	Overall Job Satisfaction	4663.667	320				
	Satisfaction with Work Environment and Relationships	3975.111	320				

	Satisfaction with Supervision and Management	3502.333	320				
	Satisfaction with Incentives and Compensation	2386.000	320				
	Satisfaction with Professional Growth Opportunities and Work-Life Balance	3155.889	320				
a. R Squared = .459 (Adjusted R Squared = .454)							
b. R Squared = .441 (Adjusted R Squared = .436)							
c. R Squared = .450 (Adjusted R Squared = .445)							
d. R Squared = .163 (Adjusted R Squared = .155)							
e. R Squared = .354 (Adjusted R Squared = .348)							

The findings presented in Table 12 showed that the burnout factors had the strongest effect on the Overall Job Satisfaction ($R^2 = .459$), Satisfaction with Supervision and Management ($R^2 = .450$), Satisfaction with Work Environment and Relationships ($R^2 = .441$), and Satisfaction with Professional Growth ($R^2 = .354$) job satisfaction metrics. The model also accounted for some variance for Satisfaction with Incentives and Compensation ($R^2 = .163$) but to a lesser extent.

The individual factors analysis found that Reduced Personal Accomplishment was the most powerful and the most consistent predictor in all satisfaction domains and all deficiencies which demonstrated the largest effect size (Partial η^2 that ranged from .078 to .189). Emotional Exhaustion and Depersonalization, though, demonstrated significant negative effects, albeit more weak, across all satisfaction measures.

The analysis illustrates beyond reasonable doubt that the particular dimension of job burnout, which is Reduced Personal Accomplishment, is a crucial predictor of job satisfaction of the admin-class employees. Administrative employees considering all aspects of job satisfaction derive more satisfaction from the intrinsic and relational

aspects of it (overall satisfaction, supervision) than the extrinsic parameters like incentives and compensation.

The correlation result in Table 13 showed the nature of the relationship between these variables.

Table 13: Pearson Correlation Coefficient between independent and dependent variables

	Emotional Exhaustion	Overall Job Satisfaction	Satisfaction with Work Environment and Relationships	Satisfaction with Supervision and Management	Satisfaction with Incentives and Compensation	Satisfaction with Professional Growth Opportunities and Work-Life Balance
Emotional Exhaustion	1					
Overall Job Satisfaction	-.424**	1				
Satisfaction with Work Environment and Relationships	-.485**	.613**	1			
Satisfaction with Supervision and Management	-.476**	.622**	.812**	1		
Satisfaction with Incentives and Compensation	-.315**	.427**	.454**	.525**	1	
Satisfaction with Professional Growth Opportunities and Work-Life Balance	-.468**	.622**	.636**	.618**	.517**	1

The result in Table 13 proves that the relation between the independent variable (Emotional Exhaustion) and the dependent variables (Overall Job Satisfaction, Satisfaction with Work Environment and Relationships, Satisfaction with Supervision and Management, Satisfaction with Incentives and Compensation, and Satisfaction with Professional Growth Opportunities and Work-Life Balance) were negative since the Pearson Correlation coefficients were negative. **This proves that the first hypothesis was satisfied.**

4.4.2 Validating Study Hypothesis H₂ Stated “*There is a statistically significant effect of job burnout on the administrative workers in public and private universities in Saudi Arabia.*”

To test the study second hypothesis, the independent samples t- test used, see the result in Table 14.

Table 14: The Result of Independent Samples t- test for the Sector Type (Public and Private) on Job Burnout Factors

	t-test for Equality of Means				
	t	df	p-value	Mean Difference	Std. Error Difference
Emotional Exhaustion	-.222	318	.824	-.02083	.09363
Depersonalization	.000	318	.980	0.075	0.13521
Reduced Personal Accomplishment	.041-	318	.967	.0041-	.1142

The result in Table 14 illustrates that no statistically significant difference in Job Burnout and its factors (Emotional Exhaustion, Depersonalization, and Reduced Personal Accomplishment) between administrative workers in public and private Saudi universities, since $p\text{-value} > 0.05$. The result implied that Job Burnout in both sectors is nearly the same. This indicated that the sector of the university (public or private) does not determine the extent of job burnout experienced by the administrative employees.

Chapter 5
Findings Discussions and Study
Recommendations

5.1 Introduction

This chapter provides a discussion of the main findings related to the effect of job burnout on job satisfaction on administrative workers in Saudi universities and presents appropriate recommendations to address any identified weaknesses concerning the impact of job burnout on job satisfaction for administrative staff in public and private Saudi universities.

5.2 Findings Discussion Related to Descriptive Statistics

5.2.1 Job Burnout

The result illustrated that the administrative workers in Saudi universities had “a neutral” point of view on emotional exhaustion. The evaluation of emotional exhaustion in the sample under study disclosed that university administrators in Saudi Arabia remain ambivalent with regard to the emotional exhaustion in the sample. Although the composite score indicates that there is no dominant emotional exhaustion, this score is indicative of emotional exhaustion in the sample. Therefore, the work environment in the administrative divisions of Saudi Arabian universities is likely to become emotionally draining to a minimal degree. Hence, the emotional exhaustion in the Saudi Arabian higher education sector is manageable. This indicates that the administrative arrangements in place alongside the organizational support available are -somehow- practically sufficient to sustain the emotional exhaustion of employees in the higher education sector of Saudi Arabia.

The result illustrated that the administrative workers in Saudi universities had “a neutral” point of view on Depersonalization. The descriptive analysis of the depersonalization dimension indicates that Saudi universities administrative staff demonstrates -somehow- a predominantly indifferent attitude towards their works at the workplace. This behavior does not signify a principal or widespread tendency in their behavior. This unified neutral position positively indicates that the administrative sector in the Saudi higher education maintains a professional atmosphere in the work at work, where extreme cynicism or emotional indifference is avoided to a considerable degree. This indicates a positive behavior where prevailing social and professional

structures work in harmony to preserve the emotional culture at work in a positive position.

The result illustrated that the administrative workers in Saudi universities had an agreement on Reduced Personal Accomplishment. The results of the personal accomplishment dimension are also quite affirmative and uplifting. The sense of professional efficacy and accomplishment that Saudi university administrative staff members feel in their work is remarkable. There is strong agreement that the administrative staff is able to perform their tasks at a high level and significantly enjoy their work. This high agreement level reflects a feeling of competence and effectiveness in the workforce, which highlights the positive aspect of the Saudi higher education system in the administrative system in Saudi Arabia which provides a sense of accomplishment. The sense of achievement reported is quite high, however the neutral response regarding recognition from supervisors is a gap that can be addressed to improve alignment with self-reported achievement.

5.2.2 Job Satisfaction

The findings showed that the administrative workers in Saudi universities had an agreement on Overall Job Satisfaction. Analysis of overall job satisfaction shows that administrative staff in Saudi universities displays a general agreement regarding their satisfaction with the professional roles. The findings indicate that these employees hold their administrative responsibilities in high regard and regard them with considerable value. Furthermore, they possess a significant organizational sense of belonging toward their institutions. The overall favorable attitude of these employees indicates that Saudi higher education institutions are able to enhance professional fulfillment and institutional loyalty. The combined factors lead to a favorable work experience, alongside the considerably organizational culture and work conditions within the university administrative domain. The alignment with the personal work attachment and institutional organizational attachment accentuate the nature of administrative workforce in Saudi higher education institutions.

The result also showed that the administrative workers in Saudi universities had an agreement on Satisfaction with Work Environment and Relationships. Satisfaction assessment about the working environment and interpersonal relationships showed positive agreement among administrative personnel of Saudi universities. The results

suggest that while the physical and motivational elements of the working environment are evaluated as neutral, there is strong agreement about the collegial relationships. Administrative personnel report the presence of a cooperative and mutually respectful atmosphere among colleagues and are comfortable in their relationships with both co-workers and supervisors. This indicates that the social and interpersonal relationships within the Saudi universities are a source of strength, thereby underlying professional satisfaction. The supportive positive climate (as the study result mention) of interaction seems to neutralize the negative evaluations of the physical working space. This results in the good acceptance of the working environment and relationships.

The result illustrated that the administrative workers in Saudi universities had “a neutral” point of view on Satisfaction with Supervision and Management. In as much as complaining behavior is observable among administrative staff, their responses do not reflect a strong dissatisfaction with regards to the degree of supervisory support and managerial practices that are extended to them. This suggests that there is some ‘sufficiency’ in the support and direction being offered. With the absence of strong responsive measures, the data suggests that university administration may be practicing leadership in a way that leaves recognition and responsive leadership feedback insufficient. This modification to management behavior is crucial in shifting the attitude of administrative staff members from mere consent to engagement.

The result illustrated that the administrative workers in Saudi universities had “a neutral” point of view on Satisfaction with Incentives and Compensation. The findings of the research show that the employees consider their efforts to warrant neither the rewards punctuated nor the motivation to perform better. In the same breath, the clerical employees of the institutions have a great deal of aspects regarding the equity and openness of the promotion and rewards systems of their institution. This capped neutrality with a tilt to the seriousness of the matter denotes a significant issue to base a decision on. It, in some form, indicates that the appreciation systems and the rewards systems in the Saudi higher education systems do not recognize the efforts of the administrative employees, and do not nurture a culture of high performance. Treating this issue will be highly beneficial to the universities in terms of motivation, retention, and overall commitment.

5.3 Findings Discussion Related to Study Hypotheses

5.3.1 Findings Discussion related the first Study Hypothesis

The analysis showed that all the three burnout factors (Emotional Exhaustion, Depersonalization, and Reduced Personal Accomplishment) together have a considerable impact on job satisfaction among administrative employees, with the highest impact being on job satisfaction's intrinsic and relational components such as Overall Job Satisfaction, Supervision and Management, and the Work Environment, while the impact on extrinsic Satisfaction with Incentives and Compensation is notably weaker.

From a researcher point of view, this result patterns as founded in the essence of administrative work and human drive in Saudi universities. Administrative positions, by nature, have relational and service components, and they flourish through interaction and collaboration, and a sense of accomplishment. Hence, when burnout removes emotional energy (Emotional Exhaustion), nurtures the feeling of cynicism (Depersonalization), and most importantly, undermines the sense of achieving meaningful work (Reduced Personal Accomplishment)—it directly assails the most rewarding aspect of the job: the intrinsic incentive of effective contribution and the relational dynamics at the workplace. On the contrary, while external factors like salary and promotion are fundamental, they are more abstract, more systematized, and less sensitive to the everyday psychological climate, which is why they have a much weaker association with burnout.

This result aligns with Wang et al. (2022b); Alrawashdeh et al. (2021) in healthcare sector and in education sector such as Wang et al (2020); Yang & Ling (2023) that all of these studies found a strong inverse relationship between job satisfaction and job burnout. The theory on burnout asserts that it includes these three dimensions (Rony & Yulisyahyanti, 2022) and the evidence considers burnout as a syndrome in which its manifestations of mental fatigue, cynical thinking, and feeling ineffective are counterbalanced by the low overall job satisfaction. The literature on burnout is quite definitive and suggests that the negative relationship is very strong, and it is reasonable to say that this is the case for administrative employees as well.

Career wide mental overload derived from burnout attributes can be financial, emotional, mental, and psychologically taxing (Anees et al, 2021). External attributes to burnout are psychologically limited to financial stress, workload, support, and associations with the burnout Alrawashdeh et al. (2021) coupled with non-financial stress, support, and task nature (Anees et al, 2021).

5.3.2 Findings Discussion related the Second Study Hypothesis

The finding showed that there is no statistically significant difference in Job Burnout and its factors (Emotional Exhaustion, Depersonalization, and Reduced Personal Accomplishment) between administrative workers in public and private Saudi universities. This result can be interpreted by the researcher that the lack of a statistically significant difference between job burnout levels of public and private university administrative staff could be, at least in part, due to the universal nature of the administrative functions and the socio-cultural work climate in Saudi Arabia. The key job requirements, in terms of the volume of procedural work, dealing with people and bureaucracies, and other processes in both domains, are essentially the same, and therefore the levels of Emotional Exhaustion are also similar. In addition, the national culture, which, as a general rule, emphasizes respect, patience, and relationship harmony, is presumed to affect the manifestation of Depersonalization in a similar way, irrespective of the sector. Finally, the feeling of Reduced Personal Accomplishment, in general, is more associated with intrinsic motivation and recognition which, under the same national context, are not likely to be greatly different for public and private institutional models, and therefore, the experience of this burnout dimension is more prevalent among administrative personnel.

This result differs with Wang et al (2020) on university teachers in China, where a pronounced difference in user burnout levels was found between state and local institution teachers: the state of the institution emerged as a distinguishing characteristic. While it aligns with (Anees et al., 2021; Prasetya et al., 2021b) that suggests that the primary constituents of burnout: the volume and intensity of stress and other necessary resources, are all present (even if in diversity) in the public and private university frameworks for Saudi Arabia.

5.4 Recommendations

Based on the findings encountered in this study, the following recommendations are proposed:

- 1- **Using Both Quantitative and Qualitative Research Methods:** Future studies might offer significant insights if they capture personal narratives and explanations through interviews or focus groups. Embedding a qualitative approach would help explain the statistics in a much broader context. This could aid in determining why Reduced Personal Accomplishment is the highest predictor or how the national culture shapes the expression of Depersonalization.
- 2- **Incorporate a Longitudinal Design:** This study is a significant of insights into the levels of burnout and job satisfaction. There is significant value in tracking the same participants over a period of time. This would take the form of a longitudinal design. This would enable scholars to determine burnout and satisfaction as responsive and relational phenomena rather than static phenomena and to measure the effects the participants experience due to selected employer interventions and personal changes.
- 3- **Consider the Addition of Moderating and Mediating Variables:** Future studies could focus on the variables associating to Emotional Exhaustion and job satisfaction. For example, the relationship could be established by incorporating organizational support or coping strategies as variables. Also, burnout could be examined in relation to demographic attributes, such as years of experience or having certain job positions. Adding these variables would strengthen the study's framework.
- 4- **Expand the Scope for Generalizability:** It is advisable to undertake further research on the findings using a more extensive, randomly sampled, and rosters that cover administrative personnel in and out of the university private and government institutions (e.g. healthcare, ministry of offices). This will provide insights needed to establish whether the findings, mainly the neutral position on supervision and the vaguely held incentives and benefits, or the neutral position on supervision and the vaguely held incentives and benefits, are confined to higher education or are reflective of a larger populace in the country.

5.5 Conclusion

This research sought to analyze the effects of job burnout on job satisfaction of administrative employees in Saudi universities and also sought to determine any difference in this effect that may exist between the public and private sectors. This research used quantitative data by collection data using a survey to 320 administrative employees in Saudi higher educational institutes. The research used a range of statistical methods including descriptive statistics, and inferential statistics (MANOVA and t-test) in order to fulfill the objectives of the study.

The study result reveals that there were relatively neutral perceptions of the emotional exhaustion and the depersonalization aspects of burnout, and there was strong agreement on the sense of personal accomplishment. In relation to the level of job satisfaction, employees reported positive feelings in relation to the general job, working conditions, and interpersonal relationships, but showed indifference to the supervision and management, the bonus systems, and administrative structures.

Significant test results provided two findings of interest: the factors of burnout (emotional exhaustion, depersonalization, and lack of personal accomplishment) all have an impact on job satisfaction, and the lack of personal accomplishment is the strongest predictor, and there is no difference in the level of burnout between administrative staff of public and private universities. The findings ultimately depict the scenario of a dominantly stable administrative workforce in Saudi universities, with professional efficacy retention by the employees despite mild emotional challenges.

This research provides practical recommendations to university administrators and policymakers, stressing the need to enhance intrinsic motivation while dealing with supervision practices, shifting from the overreliance on compensation structures. This study offers the first comprehensive insight into the burnout-satisfaction framework in the context of Saudi higher education administration, with practical implications in the context of immediate action and theoretical contributions to the subsequent research in comparable settings.

The research suggested the future studies may consider a mixed-methods framework, incorporating qualitative interviews to enrich the context surrounding the

observed statistical patterns, along with a longitudinal design focusing on the progression of burnout and satisfaction over time to determine the causal relations.

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هيئة الإحصاء

Appendices

Request for questionnaire review

Dear Dr.,

I hope this email finds you well.

I am writing to inform you that I am a student at Midocean University - College of Management, specializing in a Master's degree in Business Management. I am currently conducting research titled " **The Effect of Job Burnout on Job**

Satisfaction: A Case Study on Administrative Workers in Saudi Universities

" as part of my master's program requirements in Business Management. I am reaching out to request your expertise in reviewing and validating the survey designed for my research. Attached is a copy of the survey, and I kindly ask you to review it and provide your insights and suggestions regarding the accuracy and appropriateness of the statements in measuring the study's objectives. Additionally, I would appreciate any recommendations for modifications, whether it be rephrasing, removing, or adding new statements. Thank you very much for your time and effort. I look forward to receiving your valuable feedback.

Sincerely,

Siba Talal Radain

Master of Business Management, College of Management,

Midocean University

Stradeen@kau.edu.sa

Dear All

Greetings,

Having gone through the study "The Effect of Job Burnout on Job Satisfaction:

A Case Study on Administrative Workers in Saudi Universities". From my point of view, it is clear that the study has put forth a reasonable amount of effort to accomplish the set goals. There is no notes or ideas can I add to this study tool.

I appreciate being asked to evaluate this piece of work.

Dr. Nasir Adallah Qandeel
nsr8060333@gmail.com

22/10/2025



Questionnaire

قسم 1 من 12



تأثير الاحتراق الوظيفي على الرضا الوظيفي

السلام عليكم ورحمة الله وبركاته

تحية طيبة،

هذا الاستبيان يهدف إلى دراسة مستوى الاحتراق الوظيفي لدى العاملين و علاقته بالرضا الوظيفي .

وتسهم نتائج البحث في تقديم مقترحات تساعد القطاعات على تحسين بيئة العمل ودعم الموظفين.

جميع المعلومات تُستخدم لأغراض بحثية فقط وستُعامل بسرية تامة.

يُرجى اختيار الإجابة التي تعبر عن رأيك بأقرب شكل ممكن.

تستغرق الإجابة على الاستبانة حوالي 5-7 دقائق فقط.

شاكرة ومقدرة تعاونكم ومساهماتكم القيمة في إنجاح البحث.

بعد القسم 1 المتابعة إلى القسم التالي

قسم 2 من 12

القسم (أ): البيانات الديموغرافية

الوصف (اختياري)



القائمة المنسدلة



الجنس



1. ذكر



2. أنثى

3. إضافة خيار



مطلوب



العمر *

1. أقل من 25
2. 25-34
3. 35-44
4. 45-54
5. 55 فأكثر

الجنسية *

1. سعودي/ة
2. غير سعودي/ة

المدينة *

1. جدة
2. الرياض
3. الدمام
4. الطائف
5. مكة المكرمة
6. المدينة المنورة
7. الخبر
8. أخرى

في حال الإجابة بأخرى الرجاء تحديد المدينة:

نص الإجابة القصير

...

المؤهل العلمي *

1. دبلوم / ثانوي
2. بكالوريوس
3. ماجستير
4. دكتوراه
5. اخرى

...

سنوات الخبرة *

1. أقل من سنتين
2. 2-5
3. 6-10
4. 11-15
5. أكثر من 15

...

طبيعة العمل *

1. إداري
2. أكاديمي
3. طبيب
4. فني
5. ميداني
6. مهندس
7. أخرى

في حال الإجابة بأخرى الرجاء تحديد طبيعة العمل:

نص الإجابة القصير

جهة العمل *

1. قطاع حكومي
2. قطاع خاص



أولاً: الإجهاد العاطفي

يقصد به الشعور بالتعب النفسي أو الذهني الناتج عن ضغوط العمل المستمرة، مما يؤدي إلى انخفاض الطاقة والحماس في أداء المهام الوظيفية.

*

1- أشعر بأنني مستنزف عاطفياً من عملي

☐ أعارض بشدة

☐ أعارض

☐ محايد

☐ أوافق

☐ أوافق بشدة

*

2- أشعر بالإرهاق في نهاية يوم العمل

☐ أعارض بشده

☐ أعارض

☐ محايد

☐ أوافق

☐ أوافق بشده

*

3- أجد أن متطلبات العمل تُرهقني بشكل كبير.

☐ دائما

☐ أحيانا

☐ نادرا

*
4- أجد صعوبة في بدء العمل في الصباح بسبب التعب المتراكم.

دائماً ☐

أحياناً ☐

نادراً ☐

*
5- أشعر أن عملي يستنزف طاقتي بشكل مستمر.

أعارض بشده ☐

أعارض ☐

محايد ☐

أوافق ☐

أوافق بشده ☐

*
6- أصبحت أقل اهتماماً بالتعامل الودي مع الزملاء أو المراجعين.

أعارض بشده ☐

أعارض ☐

محايد ☐

أوافق ☐

أوافق بشده ☐



*

8- أشعر بأنني فقدت جزءاً من الحماس أو الاهتمام بعلمي.

☐ أعارض بشدة

☐ أعارض

☐ محايد

☐ أوافق

☐ أوافق بشدة

7- أتعامل أحياناً مع الآخرين في العمل ببرود أو دون تفاعل عاطفي.

☐ أعارض بشدة

☐ أعارض

☐ محايد

☐ أوافق

☐ أوافق بشدة

قسم 6 من 12



ثالثاً: ضعف الإحساس بالإنجاز الشخصي

الوصف (اختياري)

* 10- أشعر بأنني أحقق إنجازات مهمة في عملي.

☐ أعارض بشده

☐ أعارض

☐ محايد

☐ أوافق

☐ أوافق بشده

*

11- أستطيع أداء مهامي بكفاءة عالية.

☐ أعارض بشدة

☐ أعارض

☐ محايد

☐ أوافق

☐ أوافق بشدة

*

12- أشعر بالرضا عن مستوى أدائي المهني.

☐ أعارض بشدة

☐ أعارض

☐ محايد

☐ أوافق

☐ أوافق بشدة



13- أحصل على تقدير من رؤسائي عند قيامي بعملتي على نحو جيد.

☐ أعارض بشدة

☐ أعارض

☐ محايد

☐ أوافق

☐ أوافق بشدة

قسم 7 من 12



القسم (ج): مقياس الرضا الوظيفي

يهدف هذا القسم إلى التعرف على مستوى الرضا الوظيفي لدى العاملين .

يُرجى تحديد درجة موافقتك على العبارات الآتية:



أولاً: الرضا العام عن العمل

الوصف (اختياري)

* 14- أشعر بالرضا بشكل عام عن عملي الحالي.

☐ أعارض بشدة

☐ أعارض

☐ محايد

☐ أوافق

☐ أوافق بشدة

* 15- أعتبر عملي ذا قيمة وأهمية بالنسبة لي.

☐ أعارض بشدة

☐ أعارض

☐ محايد

☐ أوافق

☐ أوافق بشدة



ثانياً: الرضا عن بيئة العمل والعلاقات

الوصف (اختياري)



17- بيئة العمل لدي مريحة ومحفزة للإنتاج.*

☐ أعارض بشدة

☐ أعارض

☐ محايد

☐ أوافق

☐ أوافق بشدة



18- تسود بين الزملاء في العمل علاقات تعاون واحترام متبادل.*

☐ أعارض بشدة

☐ أعارض

☐ محايد

☐ أوافق

☐ أوافق بشدة

*

19- أشعر بالراحة في التعامل مع رؤسائي وزملائي.

☐ أعارض بشدة

☐ أعارض

☐ محايد

☐ أوافق

☐ أوافق بشدة



بعد القسم 9 المتابعة إلى القسم التالي

قسم 10 من 12



ثالثاً: الرضا عن الإشراف والإدارة

الوصف (اختياري)

*

20- أشعر أن رؤسائي يدعمونني ويقفرون جهودي.

☐ أعارض بشدة

☐ أعارض

☐ محايد

☐ أوافق

☐ أوافق بشدة

...

*

21- أتلقى توجيهات واضحة وعادلة من المشرفين في العمل.

☐ أعارض بشده

☐ أعارض

☐ محايد

☐ أوافق

☐ أوافق بشده

*

22- الإدارة تستمع لمقترحات الموظفين وتتعامل معها بجدية.

☐ أعارض بشده

☐ أعارض

☐ محايد

☐ أوافق

☐ أوافق بشده



رابعًا: الرضا عن الحوافز والأجور

الوصف (اختياري)

* 23- أشعر بأن راتبي يتناسب مع الجهد الذي أبذله.

☐ أعارض بشده

☐ أعارض

☐ محايد

☐ أوافق

☐ أوافق بشده

* 24- الحوافز والمكافآت التي أحصل عليها تشجعني على تحسين أدائي.

☐ أعارض بشده

☐ أعارض

☐ محايد

☐ أوافق

☐ أوافق بشده

* 25- أشعر بالإتصاف في نظام الترقيات والمكافآت في الجهة التي أعمل بها.

☐ أعارض بشده

☐ أعارض

☐ محايد

☐ أوافق

☐ أوافق بشده

قسم 12 من 12



خامسا: الرضا عن فرص النمو المهني والتوازن

الوصف (اختياري)

* 26- تتوفر لي فرص مناسبة للتدريب والتطوير المهني.

☐ أعارض بشده

☐ أعارض

☐ محايد

☐ أوافق

☐ أوافق بشده

27- أشعر أن وظيفتي تتيح لي فرصًا للتقدم المهني.*

☐ أعارض بشدة

☐ أعارض

☐ محايد

☐ أوافق

☐ أوافق بشدة

...

28- أتمتع بتوازن مناسب بين حياتي العملية والشخصية.*

☐ أعارض بشدة

☐ أعارض

☐ محايد

☐ أوافق

☐ أوافق بشدة

الخلاصة:

الموظفون هم المورد الأكثر قيمة في أي مؤسسة. يمكن تحقيق تحسين الرضا الوظيفي وأداء الموظفين من خلال علاقة جيدة بين الموظفين ومكان العمل، وبين الموظفين أنفسهم.

على الرغم من أن ساعات العمل الطويلة، والأجور المنخفضة، وقلة التقدير، ونقص المكافآت والتحفيز، تؤدي جميعها إلى مشاكل الاحتراق الوظيفي. وبالتالي، يجب أن يتمتع مكان العمل ببيئة مناسبة للمساهمة في تحسين وضع الموظفين ورفاهيتهم.

من ناحية أخرى، يُعتبر الرضا الوظيفي هو الصلة بين رفاهية الموظفين والعمليات المتعلقة بوظائفهم. بالإضافة إلى ذلك، فهو مرتبط ارتباطاً وثيقاً بتحسين أداء المؤسسات ورفاهية المجتمعات التي تعمل فيها

نتيجةً لذلك، وبغض النظر عن الاحتياجات الأساسية للموظفين، يجب أن تلبي ظروف العمل المُقدمة الحد الأدنى من احتياجاتهم على الأقل، مع اعتبار الشعور بالأمان والراحة حاجةً أساسيةً لهم أيضاً.

والجامعات ليست استثناءً. يجب تزويد العاملين في الجامعات بجميع الجوانب التي تؤدي إلى رضاهم الوظيفي ومنع الاحتراق الوظيفي. يجب على الجامعات أن ينظروا إلى موظفيهم كجانب مهم يؤدي إلى نجاحهم وسمعة الجامعة الطيبة. وهذا يشمل العاملين الأكاديميين والإداريين. ويجب تجنب الاحتراق الوظيفي من أجل كسب ولاء العاملين والسماح لهم بالاستمرار في تحقيق أهداف الجامعة.

لفهم العلاقة بين الاحتراق الوظيفي والرضا الوظيفي، تعمل الدراسة الحالية على التحقيق في تأثير الاحتراق الوظيفي على الرضا الوظيفي في الجامعات السعودية. درست العديد من الأبحاث تأثير الإرهاق الوظيفي على العاملين الأكاديميين، ونتيجة لذلك، ستركز هذه الدراسة على العاملين الإداريين في الجامعات السعودية.

ولتحقيق ذلك، جُمعت بيانات إحصائية من ٣٢٠ موظفاً من كلا الجنسين ممن عملوا في

الجامعات الخاصة أو الحكومية في المملكة العربية السعودية. وتم اختيار العينة بناءً على تصميم البحث الكمي، والذي استُخدم لجمع البيانات وتحليل بيانات البحث. تم الحصول على البيانات التي تم جمعها من خلال استبيان منظم عبر الإنترنت، وتم استخدامها لاختبار فرضيات البحث. تم اقتراح فرضيتين في هذه الدراسة، وتم تحليل البيانات باستخدام مجموعة برامج إحصائية (SPSS) أشارت نتائج البحث إلى وجود علاقة سلبية بين الاحتراق الوظيفي والرضا الوظيفي. من ناحية أخرى، فإن بيئة العمل لها تأثير إيجابي على الرضا الوظيفي.

الكلمات الرئيسية: الاحتراق الوظيفي، الرضا الوظيفي، بيئة العمل، المكافآت والدوافع.

تأثير الاحتراق الوظيفي على الرضا الوظيفي
دراسة حالة عن العاملين الإداريين في الجامعات السعودية

إعداد الطالبة/

صبا طلال ردين

الرقم الأكاديمي ٢٥١٠٠٠٣٢٧

إشراف/

د. الفیصل عبد الحمید

د. فايز جراد

العام الدراسي: 2025

